

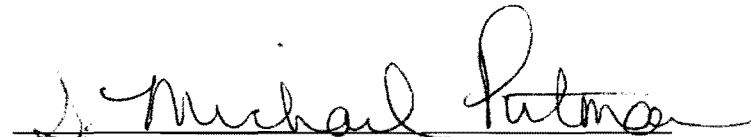
**Fourth Grade:
Integrated Thematic Holocaust Unit**

An Honors Thesis (HONRS 499)

By

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Abstract

In the education world today, all teaching lessons, field trips, and activities must be tied closely to the academic state standards to which schools are held accountable for meeting. These measures are in place to help students achieve on the numerous standardized tests that are now a federal requirement under the No Child Left Behind Act. In this thesis, we developed an integrated unit plan which includes plan for Science, Social Studies, Mathematics, Health, and Language Arts (English component and Literature) to teach fourth grades about the Holocaust. This topic was chosen because of its importance and lack of integrated unit development. We created a three week unit plan that correlates directly to the Indiana Academic standards for fourth grade which should be conducted towards the end of the year. At the beginning of the unit, students will use a KWL chart to help activate prior knowledge about the Holocaust. At the end of the unit, the students will finish the KWL chart and visit a museum from the list of different museums from around the country for the students to visit.

Acknowledgements

- We would like to thank Dr. S. Michael Putman for his advisement through the project. He was a great resource for the academic standards that were used in the project and for encouragement.
- We would also like to thank Dr. Frank Felsenstein for the inspiration of this project.

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Author's Statement

The topics of World War II and the Holocaust for many years have been primarily taught in the secondary education setting. Many educators feel that Holocaust education has no place in the elementary classroom. Times are changing, however, and Holocaust education is now being mandated beginning in the elementary curriculum by numerous state education agencies.

One such agency is New Jersey's Department of Education. New Jersey passed a law in 1994 which states, "The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens." (Incorporating). In response to this education mandate, educators in the state of New Jersey are being asked to begin Holocaust education as early as kindergarten with the teaching of equality, caring and prejudice in regard to character education. The purpose of introducing these topics in the lower elementary setting is to create a framework for future comprehensive study and analysis of the Holocaust and its implications during the middle and secondary grades.

An additional state requiring Holocaust education is Florida, which in 1994 passed Florida Statute 1003.42 stating, "The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice,

racism and stereotyping, and an examination of what it means to be a responsible and respectful person for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.” (State of Florida). Based on this state requirement, Florida’s Department of Education has created education manuals spanning from kindergarten to twelfth grades to facilitate educators in teaching this sensitive topic. It is strongly recommended from the University of Southern Florida’s *A Teacher’s Guide to the Holocaust* that the term *Holocaust* not be formally introduced to elementary aged students; however, beginning in grades four and five students should be introduced to literature and topics related to the Holocaust, as well as engaging in discussion and critical thinking.

The state of Indiana requires Holocaust education to be taught in the high school setting through world history; however, it is not mandated in the elementary curriculum. Based on the recent movement toward Holocaust education being addressed in all grade levels, we decided to create an integrated thematic unit on the Holocaust for a fourth grade classroom using the Indiana Academic Standards. This integrated unit contains lesson plans spanning a three week period incorporating science, social studies, English, reading and mathematics. Included in this unit are opening and closing day activities to engender awareness and provide closure and reflection respectively. Additionally the last day of the unit is set aside for a culminating fieldtrip to a local museum specializing in Holocaust exhibits and education.

This unit is designed to cover end of the year fourth grade skills and is consequently meant for instruction during the months of late April and May. It is important to note that there must be a strong implemented classroom management plan

since many activities are conducted in small groups such as literature circles and science experiments. Additionally, it is imperative that some procedures, such as literature circles, are already in place within the classroom to ensure successful implementation of this unit within the given timeframe. This unit should be seen merely as a guideline for other teachers to use in their classroom. It is up to each teacher's individual discretion as to its implementation based on his/her classroom, students and previous knowledge and skills. We understand that each teacher and classroom is unique and we would like this unit plan to provide choices and inspiration for additional activities. It would also be possible to break this unit to teach only the desired content areas.

The following pages include a timeline of the thematic unit, lesson plans keyed to the Indiana Academic Standards, supplemental lesson materials, explanation of opening and closing day activities, potential study trip sites for the culminating museum visit and a parent letter to be sent home with each child explaining the unit of study and its rationale.

Time Line for Holocaust Unit

Day 1:

Math-Measuring lengths of objects to the nearest $\frac{1}{4}$ and $\frac{1}{8}$ inch

Reading-Identifying the characteristics of historical fiction and choosing literature circle books

English-Distinguishing between fact and opinion in literature

Science-Dimensions of Wellness

Social Studies-Timelines (Holocaust)

Day 2:

Math-Measuring classroom objects

Reading-Making predictions about literature circle books

English-Reading an opinion essay-identifying opinions, reasons, and details

Science-Social Health (Dimension of Wellness)

Social Studies- Timelines (Holocaust)

Day 3:

Math-Averaging numbers

Reading-Literature Circles

English-Six guidelines for grade opinion essay

Science-Mental Health (Dimension of Wellness)

Social Studies-Primary and Secondary Resources

Day 4:

Math-Averaging large numbers

Reading-Literature Circles

English-Creating an opinion statement with reasons to support the idea

Science-Physical Health (Dimension of Wellness)

Social Studies-Examining Primary Sources

Day 5:

Math-Rounding decimals to the nearest whole number

Reading-Literature Circles

English-Shared Writing of an opinion essay and evaluating reasons for strength

Science-Emotional Health (Dimension of Wellness)

Social Studies-Secondary Resources

Day 6:

Math-Using calculator to average numbers

Reading-Literature Circles

English-Finishing shared writing

Science-Transfer of Germs

Social Studies-Timelines (Impact of WWII in Indiana)

Day 7:

Math-Introduction to Anne Frank

Reading-Literature Circles

English-Writing opinion essay

Science-Body's Defenses against germs

Social Studies-Preamble of Indiana's Constitution

Day 8:

Math-Estimation of area (Anne Frank's room)

Reading-Literature Circles

English-Continuing to write opinion essay

Science-Immune System

Social Studies-Bill of Rights of Indiana's Constitution

Day 9:

Math-Drawing a picture of Anne Frank's room

Reading-Literature Circles

English-Finishing opinion essays

Science-Vaccinations

Social Studies-Comparing Indiana's Bill of Rights to Jewish rights in
occupied Nazi territories

Day 10:

Math-Draw Anne Frank's room on playground with chalk (life sized drawing)

Reading-Literature Circles

English-Word Choice to improve opinion essay

Science-Strategies to maintain personal health

Social Studies-Longitude on a map

Day 11:

Math-Scaled drawings of Anne Frank's room (grid paper)

Reading-Finishing Literature circles-checking validity of predictions from
first day

English-Revising opinion essay using a checklist

Science-Identifying key foods in a healthy diet

Social Studies-Latitude

Day 12:

Math-Starting scale drawings of student's own bedroom

Reading-Introduced to Tic-Tac-Toe activities for Literature Circles

English-Partner editing using a checklist

Science-Identifying foods that provide the body energy and materials for
growth

Social Studies-Estimating distances on a map (using a scale)

Day 13:

Math-Continue the scaled drawings of student's bedrooms

Reading- Tic-Tac-Toe activities for Literature Circles

English-Going to computer lab to type out final draft of opinion essay

Science-Importance of vitamins and iron for a healthy body

Social Studies-Cardinal directions

Day 14:

Math- Continue the scaled drawings of student's bedrooms

Reading- Tic-Tac-Toe activities for Literature Circles

English- Going to computer lab to type out final draft of opinion essay

Science-Comparison of a healthy diet to one of a malnourished person

Social Studies-Intermediate directions

Dear Families,

Over the next three weeks our class will be engaging in a unit of study focusing on the Holocaust. The goal of this unit is to make your child aware of this historical event and some of its central figures. The term Holocaust will not be officially defined for students. It will merely serve as the title of this unit. Additionally, the horrific details of the Holocaust **will not be discussed in this unit of study**. Instead topics relating to personal health, map reading, Indiana's Constitution, fourth grade literature, scale drawings, Anne Frank and fact and opinion will be covered with the backdrop of the Holocaust. All lessons meet the Indiana State Academic Standards and several books are pulled from the Indiana Reading List for fourth grade.

Parent involvement at home through discussion is highly recommended. This will allow you to see what your child is learning and will help your child create additional connections. Parent volunteers in the classroom are always welcomed. Please contact me if you would like to come in and assist.

If you would like a copy of any materials used in the classroom for this unit, such as powerpoint presentations, booklists or lesson plans, please feel free to contact me to obtain a copy. Additionally, students will be participating in literature circles reading a historical fiction novel set in this time period. Reading this book at home would provide additional opportunities for discussion with your child on this topic.

If you have any other questions or concerns, please feel free to contact me at school. Thanks in advance for your cooperation and support.

Sincerely,

Opening Day Activity to Holocaust Unit

It is important to have some type of opening day activity to have the students start thinking about the topic of the Holocaust and other components associated to this event. For this unit, using a KWL chart at the beginning of the unit to open the lines of discussion and to check the students' prior knowledge on this topic would be one of the best choices. A KWL chart is a teaching tool used in education to help students focus their learning and make themselves claim ownership of it.

The first part of the chart is labeled "What We Know (or Think We Know)". Under this section, the teacher asks the students for any prior knowledge on the topic. In younger grades, the teacher needs to ask specific questions to elicit a response. In older grades, the teacher should be able to pose a few questions and have students use inferencing from other questions to generate their own thoughts.

The second part of the chart is titled "What We Want to Learn". This is the section that helps students gain ownership of their own learning. Students are able to set up goals for themselves to try and learn what they feel is important. Many times, these ideas are based off the line of questioning that the class came up with.

The last section of this chart is labeled "What We Learned". This section is completed after the unit or lesson to be a type of informal assessment of learning done by the teacher. The teacher would ask the class, "What did you learn from this unit/lesson?" The students then have the opportunity to explain in their own words what they have learned from the unit or lesson.

The teacher could create an overhead transparency of a KWL chart that could be read by the whole class, make one on the board, or create a large poster of the chart. The

teacher will first start out with the first section from the KWL chart meaning “What We Know (or Think We Know)”. The teacher should ask questions such as: “What is the Holocaust?”, “What is a Nazi?”, “What do you know about the Jewish religion?”, What do you know about the country of Germany?”, and “What do you know about WWII?”. The teacher could ask many other questions that could help elicit more information on the students’ prior knowledge. Some of the questions could be tailored to find out knowledge on each of the standards that this unit focuses on.

After the teacher asks the questions under the “What We Know (or Think We Know)” section of the KWL chart, the teacher will then ask questions that correspond with the “What We Want to Learn” section of the chart. The teacher should only truly ask the question, “What do you want to learn about the Holocaust and other terms from the What We Know section of the chart?” The teacher should allow the students a few minutes to gather their thoughts and ideas before asking them to share with the rest of the class.

It is important to try and have each student place something under each section because it might give other students inspiration for other ideas or thoughts that they did not think about. It should be explained at the beginning of the unit that everyone has the right to answer a question and that all questions are important. There needs to be a healthy classroom environment where all students feel safe and comfortable about asking questions. This unit is aimed at being an opening awareness about the Holocaust; students might have many questions on this topic or have some misconceptions. It allows students to voice these questions and/or misconceptions and provide time during the lessons to revert back to some of these questions and misconceptions and figure out the

correct answer. This activity should be completed a day or two before the start of the actual unit. This will allow students the time to think about this topic and surrounding ideas.

Read Aloud

Throughout this three week unit of study the teacher will read aloud to students a chapter a day from the novel, Behind the Bedroom Wall, written by Laura E. Williams.

Prior to, during and after reading the teacher may ask students questions concerning comprehension, prediction and characters' actions and motivations. It is important for the teacher to assist students in making connections between this novel and the Holocaust topics discussed in the other content areas. The literature circle reading projects during the third week incorporate this novel.

Lesson Plan Social Studies-Holocaust

Day 1

Concept

Timelines

State Academic Standard

4.1.13-Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

Objectives

I want my students to create a timeline of the major events that led up to WWII.

Materials List

Copies of PowerPoint Presentation of Holocaust Timeline
Construction Paper
Glue
Scissors
Markers/Crayons

Engagement

The teacher will show a PowerPoint Presentation about World War II until 1918-1935. After the PowerPoint Presentation is completed, the teacher will have the students place their copy of the outline on top of their desk. The teacher will ask, "How did I present this information?" "How did I organize it?" The student should respond in order from the years. The teacher will then explain that in History, events are organized and taught in chronological order. The teacher will write the word "chronological order" on the board. The teacher will then ask the students, "What do you think chronological order means?" Student should respond in an order dealing with time like past to present. The teacher will show an example of a timeline from the presentation. The teacher will show that each specific event is in order from the past to the present.

Exploration

As a class, the teacher will create a timeline for the years 1918-1919. The teacher will ask the students for all of major events that happened during those specific years. The teacher will model how you write about each specific event, place the date and year, and place it in order from the oldest to the newest piece of information on the timeline.

Explanation

Students will supply reason(s) why they placed the information where they did. The teacher will ask, "Why is it important to place the information in chronological order?", "What would happen if it was randomly placed anywhere?", and "Would it be hard to read if we placed the information in any type of order? Why".

Evaluation

Students will be placed into groups of three and instructed that they will be making their own timelines. The teacher will pass out a bag to each group containing all of the supplies that they will need for the timelines: glue, scissors, construction paper, and markers. Each group will create a timeline for the years in the PowerPoint presentation from the years covered (1918-1934). The teacher will pass out a rubric with all of the instructions and a breakdown of how the group will be graded.

Gearing Up

Students will be asked to make their own timeline of their own life from the years birth to age 5. They are to follow the rules on the rubric for this assignment.

Gearing Down

The class will complete the EVALUATION part together.

Holocaust Timeline

Rise of the Nazi Party (1918-1933)

□ 1918

1. Germany lost WWI
2. Weimar Republic was created after the war
3. struggling economy and lawlessness



Rise of the Nazi Party (1918-1933)

□ 1919

1. Treaty of Versailles
2. German Workers' Party was the basis of the Nazi Party
3. Anti-Semitic feelings
4. Hitler changed the name of the party to National Socialist German Workers' Party
5. 1920-became Führer



Rise of the Nazi Party (1918-1933)

□ 1923

1. Hitler-Beer Hall Putsch
2. Hitler arrested-propaganda throughout the trial

Rise of the Nazi Party (1918-1933)

□ 1925

1. *Mein Kampf* (My Struggle)
2. Hitler reorganized party when he was released from jail
3. Paul von Hindenburg
4. Hitler becomes the Führerprinzip



Rise of the Nazi Party (1918-1933)

□ 1925 (cont.)

5. Mass Movement of Nazi Party
 - a. SA
 - b. SS
 - c. Hitler Youth
 - d. National Socialist Women's League
6. Focused on rural and small towns



Rise of the Nazi Party (1918-1933)

□ 1929

1. The Great Depression
2. Fall of the Weimar Republic
3. New system of government-Reichstag



The Nazification of Germany (1933-1939)

□ 1933

1. January 30, 1933-Hitler becomes Chancellor
2. February 27, 1933-Government building went up in flames
3. Dachau Concentration Camp built
4. Enabling Act
5. Beginning of open Anti-Semitism

The Nazification of Germany (1933-1939)

□ 1934

1. August 2, 1934-Hitler becomes Leader of the Reich



The Nazification of Germany (1933-1939)

□ 1935

1. Nuremberg Laws

□ 1936

1. Olympics in Berlin



The Nazification of Germany (1933-1939)

□ 1938

1. Germany breaks the Treaty of Versailles
 - a. Austria
 - b. Sudetenland
2. Kristallnacht-Night of Broken Glass



The Nazification of Germany (1933-1939)

□ 1939

1. September 1, 1939-Hitler invades Poland; Starting WWII
2. Britain and France promised to protect Poland
3. Blitzkrieg



The Ghettos (1939-1941)

□ 1939

1. Hitler placed all Polish Jews in Ghettos
2. 5 major locations
 - a. Warsaw
 - b. Lodz
 - c. Krakow
 - d. Lublin
 - e. Lvov

3. The Star of David

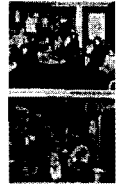


Sealing the Warsaw Ghetto

The Ghettos (1939-1941)

□ 1940

1. Ghettos in Smaller Cities
2. Ghettos in Larger Cities



The Ghettos (1939-1941)

□ 1941

1. Living conditions in the Ghettos
 - a. Sanitation
 - b. Overcrowding
 - c. Disease
 - d. Food

The Camps (1941-1942)

- ### □ Camps were an important part of the Nazi's plan to oppress Jews, political dissidents, and others who were considered undesirable to the Nazi Party.



The Camps (1941-1942)

□ 1941

1. Einsatzgruppen
2. Nacht und Nebel

Resistance (1942-1944)

□ 1942

1. Resistance in Eastern Europe
 - a. Forest and swamps
 - b. "family camps"
2. Resistance in Western Europe
 - a. Sabotage enemy communication
 - b. Sabotage enemy transportation

Rescue and Liberation (1944-1945)

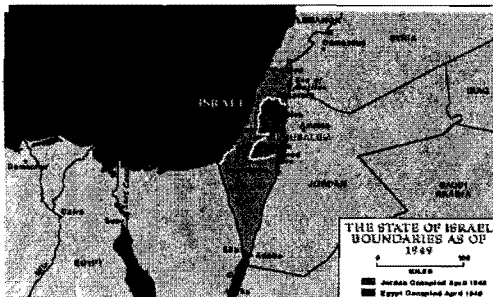
- 1944
 1. Personal Sacrifice to rescue Jews
 - a. Risk of death from Nazis
 - b. Sharing scarce resources
 2. Yad Vashem Holocaust Memorial in Jerusalem-"Righteous Gentiles"
 - a. People who risked their lives to rescue Jews (13,000 men and women)



Displaced Person (DPs)

- What is emigration?
- Many did not want to return to Germany or their original homes
- Suggestions?
 1. Widow and children received 1st priority into the United States
 2. May 14, 1948 creation of Isreal

Creation of Isreal



Name: _____

Directions: With the assigned year, your group is to make a timeline of 5 important events from that year. These events must be in chronological order within that year. Follow the rubric below to understand the criteria you will be graded on. Have fun!

Rubric for Timelines of WWII

	Excellent (4)	Above Average (3)	Average (2)	Poor (0)
Group Work	Members got along and were able to complete work together		Most members got along, work was completed but not by entire group	Group was unable to work together at all; unable to complete assignment together
Content	5 events are placed on timeline	4 events are placed on timeline	3 events are placed on timeline	0-2 events are placed on timeline
Followed Directions	Group was able to complete the task and followed all directions			Group was unable to follow the direction given; had to be kept on task
Creativity	Lots of color and easy to read	Contains color but hard to read	Easy to read but no color	No color and hard to read

Total: ____/16

Lesson Plan Social Studies-Holocaust

Day 2

Concept

Timelines

State Academic Standard

4.1.13-Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

Objectives

I want my students to create a timeline of the major events that led up to WWII.

Materials List

Copies of PowerPoint Presentation of Holocaust Timeline
Construction Paper
Glue
Scissors
Markers/Crayons

Engagement

The teacher will present the rest of the PowerPoint show from 1935-1948. After the PowerPoint Presentation is completed, the teacher will have the students place their copy of the outline on top of their desk. The teacher will review the idea of timelines and how they are constructed (by time, with information) and the importance of keeping it in chronological order.

Exploration

As a class, the teacher will create a timeline for the years 1935-1938. The teacher will ask the students for all of major events that happened during those specific years. The teacher will model how you write about each specific event, place the date and year, and place it in order from the oldest to the newest piece of information on the timeline.

Explanation

Students will supply reason(s) why they placed the information where they did. The teacher will ask, "Why is it important to place the information in chronological order?", "What would happen if it was randomly placed anywhere?", and "Would it be hard to read if we placed the information in any type of order?".

Evaluation

Students will be placed into groups of three and instructed that they will be making their own timelines. The teacher will pass out a bag to each group containing all of the supplies that they will need for the timelines: glue, scissors, construction paper, and markers. Each group will create a timeline for the years in the PowerPoint presentation from the years covered (1935-1948). The teacher will pass out a rubric with all of the instructions and a breakdown of how the group will be graded.

Gearing Up

Students will be asked to make their own timeline of their own life. They are to follow the rules on the rubric for this assignment.

Gearing Down

The class will complete the EVALUATION part together.

Name: _____

Directions: With the assigned year, your group is to make a timeline of 5 important events from that year. These events must be in chronological order within that year. Follow the rubric below to understand the criteria you will be graded on. Have fun!

Rubric for Timelines of WWII

	Excellent (4)	Above Average (3)	Average (2)	Poor (0)
Group Work	Members got along and were able to complete work together		Most members got along, work was completed but not by entire group	Group was unable to work together at all; unable to complete assignment together
Content	5 events are placed on timeline	4 events are placed on timeline	3 events are placed on timeline	0-2 events are placed on timeline
Followed Directions	Group was able to complete the task and followed all directions			Group was unable to follow the direction given; had to be kept on task
Creativity	Lots of color and easy to read	Contains color but hard to read	Easy to read but no color	No color and hard to read

Total: /16

Lesson Plan Social Studies-Holocaust

Day 3

Concept

Compare the difference of Primary and Secondary sources

State Academic Standard

4.1.15-Using primary and secondary source materials, generate questions, seek answers, and write brief comment about an event in Indiana history.

Objectives

I want my students to be able to compare the differences between a primary and a secondary source.

Materials List

- Multiple copies of primary and secondary sources
- Whiteboard and markers
- highlighters
- worksheet for evaluation

Engagement

The teacher will create a table on the whiteboard with two headings: Primary Sources and Secondary Sources. The teacher will then write a definition of each type of source (primary sources are first hand accounts which uses the pronouns, "I, you, we" while secondary sources are written in third person, "he, she, it"). The teacher will then ask the students if they can think of any kinds of writing that fit under each of the categories. The teacher will give one example of each of the students are having a hard time coming up with examples.

Exploration

Students will be placed in groups of three. Each groups will be given examples of both primary and secondary sources. Students will receive a blank copy of the table from the whiteboard. The students will be instructed to write the title of the sources that they have in their group under the correct column. The teacher will model with a diary from a person during WWII. The teacher will ask the class, "What column does this source belong under?"

Explanation

The teacher will ask the students for their results from the activity. Students will be bale to go up to the board and write down the correct answer under the heading. The teacher will ask students "Why did you place that source under that heading?"

Evaluation

Students will be given an example of a primary source and a secondary source. They will be directed to highlight what details form the source shows the reader what type of source it is and they must rite what type is on the worksheet.

Gearing Up

Students will be able to look up on the internet a primary source and show it to the class.

Gearing Down

The class will complete the EVALUATION part together.

<u>Primary Source</u>	<u>Secondary Source</u>

Name: _____

Directions: Highlight the sections of this excerpt that makes it either a primary or secondary source. Then write under the directions whether it is a primary or secondary source.

Type of Source: _____

Diary of Rachel Cormany June 16, 1863

Retired at 11 o'clock. All was very quiet, so we concluded that all those reports must be untrue about the Reb's being so near, or that they had struck off in some other direction. Mr. Plough took his horse away so as to be on the safe side. So Annie and I were all alone. At 11 1/2 I heard the clattering of horses hoofs. I hopped out of bed & ran to the front window & sure enough there the Greybacks were going by as fast as their horses could take them down to the Diamond. Next I heard the report of a gun then they came back faster if possible than they came in. But a short time after the whole body came. the front ones with their hands on the gun triggers ready to fire & calling out as they passed along that they would lay the town in ashes if fired on again. It took a long time for them all to pass, but I could not judge how many there were--not being accustomed to seeing troops in such a body--At 2 o'clock A.M. all was quiet again save an occasional reb. riding past. We went to bed again & slept soundly until 5 the morning. All seemed quiet yet. We almost came to the conclusion that the reb's had left again leaving only a small guard who took things quite leisurely. Soon however they became more active. Were hunting up the contrabands & driving them off by droves. O! How it grated on our hearts to have to sit quietly & look at such brutal deeds--I saw no men among the contrabands--all women & children. Some of the colored people who were raised here were taken along--I sat on the front step as they were driven by just like we would drive cattle. Some laughed & seemed not to care--but nearly all hung their heads. One woman was pleading wonderfully with her driver for her children--but all the sympathy she received from him was a rough "March along"--at which she would quicken her pace again. It is a query what they want with those little babies--whole families were taken. Of course when the mother was taken she would take her children. I suppose the men left thinking the women & children would not be disturbed. I cannot describe all the scenes--now--Noon--The Rebel horses with just enough men to take care of them & their teams, have just passed through town again on the retreat. Wonder what all this means. Just now the news came that the dismounted rebs are drawn up in line of battle out at McClures & expect a fight--so they sent their horses to the safe side of town in case a retreat is necessary. Some are walking or riding by every few minutes. The horses & wagons were taken back again. Evening--Had a good sleep this P.M. So had Pussy, & will retire trusting in God for safety.

Taken from: <http://etext.lib.virginia.edu/etcbin/browse-valley?id=FD1006&images=images/modeng/public/FD1006&data=/texts/english/civilwar/diaries&tag=public>

On 10/23/05

Lesson Plan Social Studies-Holocaust

Day 4

Concept

Use primary sources to write brief comments

State Academic Standard

4.1.15-Using primary and secondary source materials, generate questions, seek answers, and write brief comment about an event in Indiana history.

Objectives

I want my students to be able to use primary sources to write brief comments about WWII.

Materials List

Whiteboard and markers
Computers with internet
Paper and pencil

Engagement

The teacher will ask students for a definition of a primary source which was covered the previous day. The teacher will then ask for examples. The teacher will explain to the class they today they will be working with a primary source to examine that time period.

Exploration

Students will be placed in groups of four. They will be instructed that they to read letters from a soldier at war during WWII. From these letters that the group reads from, the teacher wants the students to write a brief statement on five of the letters. These statements will be summaries (using at least 7 sentences). Students will be limited by reading only letters from September 1943. The teacher will direct the students to go to the website <http://www.private-art.com/frames.html> and click on "Letter Archive" to complete the activity.

Explanation

The teacher will ask the group to come back together as a whole class. The teacher will then ask, "Why were the letters that you read a primary source?" "Is there more emotion in a primary source?", "Why do you think it is important to use primary sources in research?"

Evaluation

Students will be graded on their responses in the EXPLORATION section of the lesson. They will be graded according to how they worked in the group and comments.

Gearing Up

Students can look up on the internet for other primary sources.

Gearing Down

The class will complete the EXPLORATION part together.

Name: _____

Letter Archive Activity

Letter #1: _____

Summary: _____

Name: _____

Letter Archive Activity

Letter #2: _____

Summary: _____

Name: _____

Letter Archive Activity

Letter #3: _____

Summary: _____

Name: _____

Letter Archive Activity

Letter #4: _____

Summary: _____

Name: _____

Letter Archive Activity

Letter #5: _____

Summary: _____

Lesson Plan Social Studies-Holocaust

Day 5

Concept

Use secondary sources to write brief comments

State Academic Standard

4.1.15-Using primary and secondary source materials, generate questions, seek answers, and write brief comment about an event in Indiana history.

Objectives

I want my students to be able to use secondary sources to write brief comments about WWII.

Materials List

- Whiteboard and markers
- Colored marker/pencils/crayons
- Large white paper to make a book
- Paper and pencil

Engagement

The teacher will ask students for a definition of a secondary source which was covered previous in the week. The teacher will then ask for examples. The teacher will then ask, "Where are some examples of secondary sources in the room?" "What type of information would you find in a secondary source?"

Students will be directed that today, they will be using a secondary source and their textbook to create their own source book about the impact WWII had on Indiana. The teacher will show the class an example of a book from one he/she created from the introduction part of the chapter in the textbook. The teacher will explain to the students that they will have to work together in order to finish the assignment.

Exploration

Students will receive bags or totes with the needed supplies (crayons, pencils, paper, and colored markers). The class will be divided into groups by the teacher. One student will be called up to receive the paper for their books, the directions, and rubric. The teacher will explain to the students that they are to look up the specific vocabulary from the worksheet, find 5-8 interesting facts on the impact of WWI on Indiana, and create a picture that has to do with the overall theme or idea being presented. On the instruction sheet, it will state what pages the students need to look in order to find the correct information (pages 338-339).

Students will be instructed to look up the key vocabulary or interesting people first and write it separately on the piece of paper. They will be able to pick out which interesting facts they feel is important for their poster. Students will be able to work within their groups to complete this activity. If students are unable to work in their respected groups, they will have to go to their seat and do the work by themselves without the use of crayons (only using paper and pencil). The teacher will walk around

the room making sure each group is on task and completing the activity as they are suppose to.

Explanation

The students will come up to the front of the class and present their information to the rest of the class. Students will be able to have the opportunity to ask any questions that they have over the given topic. The teacher can point out any other information that was important from the section if need be.

Evaluation

Students will be graded on their responses in the EXPLORATION section of the lesson. They will be graded according to how they worked in the group, comments, and ability to follow direction.

Gearing Up

Students could make up own quiz about their given subject to give to other classmates that were not in their group. It could range from the key vocabulary to the main ideas presented.

Gearing Down

The class will complete the EXPLORATION part together.

A Second World War
Page 338-339 in text book

Directions: Find the following information and write your answers on this piece of paper. Raise your hand when you found all of the information. Once the teacher has checked your work, you will then be able to write it on the large piece of paper to create your book.

Key Vocabulary:

1. World War II
2. Charleston
3. home front
4. rations

Important Information:

1. _____

2. _____

3. _____

4. _____

5. _____

REMEMBER!!! On your paper your group needs write out the vocabulary words, important information, and draw a picture from that section.
CREATE A BOOK FROM THE INFORMATION!!!

Name: _____

Rubric for Secondary Sources Book

	Excellent (4)	Above Average (3)	Average (2)	Poor (0)
Group Work	Members got along and were able to complete work together		Most members got along, work was completed but not by entire group	Group was unable to work together at all; unable to complete assignment together
Content	All elements were included in book	Missing 1-2 elements	Missing 3-4 elements	Missing 5 or more elements in book
Followed Directions	Group was able to complete the task and followed all directions			Group was unable to follow the direction given; had to be kept on task

Total: ____/12

Lesson Plan Social Studies-Holocaust

Day 6

Concept

Timelines

State Academic Standard

4.1.13-Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

Objectives

I want my students to create a timeline of the major events that happened in Indiana during WWII.

Materials List

Copies of Student's Research from earlier lesson
Construction Paper
Glue
Scissors
Markers/Crayons

Engagement

The teacher will ask review questions about timelines from the first lesson. The teacher will ask, "How is information placed on a timeline?" and "Why is it important to place information in chronological order?"

The teacher will then pass out copies of the students' research about the impact of WWII in Indiana. The teacher will tell the class that research papers and brief reports are one way to present this information. The teacher will then ask, "What other way can we present our information?" The students can respond by saying "timelines".

Exploration

Students will create a timeline from the information that they had collected in their reports. The teacher will divide the class into their original groups from the research lesson and then will be instructed to make a timeline. The teacher will have the students get out their colored pencils/crayons and piece of paper. The students will draw out their timelines. The teacher should walk around the groups to make sure everyone is doing the activity correctly.

Explanation

Students will share results with the class. Students will supply reason(s) why they placed the information where they did. The teacher will ask, "Why is it important to place the information in chronological order? "What would happen if it was randomly placed anywhere?", and "Would it be hard to read?"

Evaluation

The students will be evaluated on their timelines that they created in the EXPLORATION section of the lesson. They will also be given a grade on the presentation. Attached is a rubric for their presentation and timeline.

Gearing Up

Students could make up their own timeline quiz to give to other classmates. Students can write down some of the information on note cards and have students place them in the correct order.

Gearing Down

The class will complete the EVALUATION part together.

Name: _____

Directions: With the assigned year, your group is to make a timeline of 5 important events from that year. These events must be in chronological order within that year. Follow the rubric below to understand the criteria you will be graded on. Have fun!

Rubric for Timelines of the Impact of WWII on Indiana

	Excellent (4)	Above Average (3)	Average (2)	Poor (0)
Group Work	Members got along and were able to complete work together		Most members got along, work was completed but not by entire group	Group was unable to work together at all; unable to complete assignment together
Content	5 events are placed on timeline	4 events are placed on timeline	3 events are placed on timeline	0-2 events are placed on timeline
Followed Directions	Group was able to complete the task and followed all directions			Group was unable to follow the direction given; had to be kept on task
Creativity	Lots of color and easy to read	Contains color but hard to read	Easy to read but no color	No color and hard to read
Presentation	Presentation was clear and to the point, groups went over their entire results	Presentation was clear and to the point, but groups did not go over their entire results		Presentation was not clear and to the point, and groups did not go over their entire results

Total: ____/20

Lesson Plan Social Studies-Holocaust

Day 7

Concept

Indiana's Constitution-focusing on the Preamble

State Academic Standard

4.2.1- Explain the major purposes of Indiana's Constitution as stated in the Preamble.

Objectives

I want my students to be able to explain the major purposes of the Preamble from the state's Constitution by creating one for the classroom rules.

Materials List

Poster board of the Preamble from both the Indiana's and U.S. Constitutions, dictionaries, Venn Diagram worksheets for class, Overhead projector, Venn Diagram copy for overhead projector, paper, and pencils

Engagement

The teacher will have the Preamble from the state's Constitution written on the whiteboard or on a separate poster board. The teacher will then pick one child to read it to the rest of the class. The teacher will ask the students for the meaning of key vocabulary words from it such as "perpetuated", "ordain", and "exercise". Students will be able to use a dictionary to help formulate to definitions. After finding the meaning of the words, the teacher will ask students if they can paraphrase or re-write the Preamble in their own words. The teacher will then ask, "What is the purpose of the Preamble?". "Why was it important to include a Preamble in our state's Constitution?".

Exploration

The teacher will now show the students the Preamble to the U.S. Constitution. Students will be placed in groups of three. They will be directed to compare and contract the Preamble from the U.S. Constitution to the Indiana's Constitution. Students will be given a dictionary to assist in key vocabulary and a Venn diagram worksheet. The teacher should walk around the room to make sure students are on task and assist in any questions that students might have with any of the key vocabulary.

Explanation

The teacher will have an enlarged Venn diagram on the overhead projector. Each group will be able to add one of their results to the class Venn diagram. The teacher will ask students, "Why did you think this particular item was similar on both?" and "Why do you think there are differences between the two?", "Overall, do you think that the message is similar in both? Does the Preamble mean the same thing for both documents?"

Evaluation

Working in the same group of three, students will be directed to make up a class Preamble that goes along with the rules of the classroom. Students will be directed to remember that the Preamble is a general statement before the Constitution (in our case, the rules of the class) that explains the purpose of our rules (If there is not enough time in class, this assessment can be given as homework).

Gearing Up

Students will be given copies of other “Constitution” like documents from other countries and asked to find the Preamble or write one for that document.

Gearing Down

The class will write together the Preamble that will correlate with the classroom rules (the EVALUATION part).

Lesson Plan Social Studies-Holocaust

Day 8

Concept

Indiana's Constitution-focusing on the Bill of Rights

State Academic Standard

4.2.2-Describe major rights, such as freedom of speech and freedom of religion, that people have under Indiana's Bill of Rights (Article I of the Constitution).

Objectives

I want my students to be able to explain the major rights that people have under the Indiana Constitution and understand that these are important to all people by creating their own right to add to the existing document.

Materials List

Poster board of the Bill of Rights from Indiana's Constitutions, White board, cubes, paper and pencil

Engagement

The teacher will have Indiana's Bill of Rights written on a separate poster board. The teacher will then pick one child to read one right to the rest of the class, picking a total of 10 students. The teacher will ask the students, "Do you know the difference between a right and a privilege?". The teacher will then ask for a few examples to reinforce the idea of rights versus privileges. On the white board, the teacher will draw a table on the board with one section labeled "Bill of Rights", "Our Definition", and "How they Relate Today". The teacher will then write down in chronological order each of the Bill of Rights. The teacher will then have the students define each right using their own words ("How would you express this right in your own words?") and have students give examples under the corresponding title in the table ("How does this right apply to your daily life?"). The teacher can define some of the vocabulary from the individual rights if students do not understand them.

Exploration

The teacher will use three different cubing activities with the students. The students will be grouped using the ability grouping list. For the first group, they will be given the PINK CUBE for "Knowledge/Comprehension" questions. The second group will get the BLUE CUBE for "Application/Analysis" questions. The last group will receive the PURPLE CUBE for "Evaluation/Synthesis" questions. Students will be directed to roll the cubes, taking turns, to answer the questions that are written on the cubes. Students should answer two different questions from the cubes in their group. All questions will relate to the Bill of Rights.

Explanation

After the EXPLORATION activity is completed, the class will come together to discuss their results. The teacher will ask several students from each group to repeat their

answers from the Cube activity to the entire class. The teacher will then ask students “How do you think life would be in the United States if we did not have these rights?” and “Why is it important to have these rights written as our laws?”.

Evaluation

Students will be directed to think of their own bill they would think would be appropriate to add to the Indiana’s Bill of Rights. After writing the right, the students will be directed to explain WHY they feel that this right would be appropriate.

Gearing Up/Gearing Down

See the Exploration part of lesson.

Name: _____

Directions: Create a right of your own that you believe should be on the Indiana's Bill of Rights. After creating this bill, you will need to explain why you chose this right.

MY RIGHT: _____

Why I chose this right: _____

Lesson Plan Social Studies-Holocaust

Day 9

Concept

Indiana's Constitution-focusing on the Bill of Rights

State Academic Standard

4.2.2-Describe major rights, such as freedom of speech and freedom of religion, that people have under Indiana's Bill of Rights (Article I of the Constitution).

Objectives

I want my students to be able to compare Indiana's Bill of Rights to the rights of Jewish people living in Nazi Germany.

Materials List

Poster board of the Bill of Rights from Indiana's Constitutions, White board, markers, worksheet for evaluation, the book *Anne Frank: Diary of a Young Girl*

Engagement

The teacher will have the students review from the previous day about the different rights that Indiana citizens have under the Bill of Rights from our state's constitution. The teacher will ask, "Why is it important that we have these rights?"

Exploration

The teacher will hand out a copy of an excerpt from the book *Anne Frank: Diary of a Young Girl*. The class will read this excerpt aloud in class. The teacher will ask the students to place the rules and regulation Anne describes in the book under the column Nazi Germany and have students write what rights we have in American that would prevent that from happening under the heading United States of America. Students will be able to work in groups of 3-4 for this section.

Explanation

Students will share their results with the rest of the class. The teacher will ask students, "How would you feel if you had to follow all of the rules the Jews did during Nazi rule?" and "Could the rules the Nazi's had in place for the Jews ever happen here in America? Why or why not?".

Evaluation

The students will be graded on the EXPLORATION activity.

Gearing Up

Students can write a reflective piece about how they would feel living under the types of rules and regulation the Jews were under in Nazi Germany.

Gearing Down

The whole class will complete the EVALUATION section together.

Name: _____

Directions: Place the rights under the correct heading in the table below. The you can look at the poster in front of the room and use your copy of *The Diary of Anne Frank* to complete the activity.

[illegible]

Indiana Bill of Rights:

- Sec. 1. WE DECLARE, That all men are created equal; that they are endowed by their CREATOR with certain unalienable rights; that among these are life, liberty and the pursuit of happiness; that all power is inherent in the People; and that all free governments are, and of right ought to be, founded on their authority, and instituted for their peace, safety, and well being. For the advancement of these ends, the People have, at all times, an indefeasible right to alter and reform their government.
- Sec. 2. All men shall be secured in their natural right to worship Almighty God, according to the dictates of their own consciences.
- Sec. 3. No law shall, in any case whatever, control the free exercise and enjoyment of religious opinions, or interfere with the rights of conscience.
- Sec. 4. No preference shall be given, by law, to any creed, religious society, or mode of worship; and no man shall be compelled to attend, erect, or support, any place of worship, or to maintain any ministry, against his consent.
- Sec. 5. No religious test shall be required as a qualification for any office of trust or profit.
- Sec. 6. No money shall be drawn from the public treasury, for the benefit of any religious or theological institution.
- Sec. 7. No person shall be rendered incompetent as a witness, in consequence of his opinions on matters of religion.
- Sec. 8. The mode of administering an oath or affirmation, shall be such as may be most consistent with, and binding upon, the conscience of the person, to whom such oath or affirmation may be administered.
- Sec. 9. No law shall be passed, restraining the free interchange of thought and opinion, or restricting the right to speak, write, or print, freely, on any subject whatever: but for the abuse of that right, every person shall be responsible.
- Sec. 10. In all prosecutions for libel, the truth of the matters alleged to be libelous may be given in justification.

- Sec. 11. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable search, or seizure, shall not be violated; and no warrant shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the person or thing to be seized.
- Sec. 12. All courts shall be open; and every man, for injury done to him in his person, property, or reputation, shall have remedy by due course of law. Justice shall be administered freely, and without purchase; completely, and without denial; speedily, and without delay.
- Sec. 13. In all criminal prosecutions, the accused shall have the right to a public trial, by an impartial jury, in the county in which the offense shall have been committed; to be heard by himself and counsel; to demand the nature and cause of the accusation against him, and to have a copy thereof; to meet the witnesses face to face, and to have compulsory process for obtaining witnesses in his favor.
- Sec. 14. No person shall be put in jeopardy twice for the same offense, No person, in any criminal prosecution, shall be compelled to testify against himself.
- Sec. 15. No person arrested, or confined in jail, shall be treated with unnecessary rigor.
- Sec. 16. Excessive bail shall not be required. Excessive fines shall not be imposed. Cruel and unusual punishments shall not be inflicted. All penalties shall be proportioned to the nature offence.
- Sec. 17. Offenses, other than murder or treason, shall be bailable by sufficient sureties. Murder or treason shall not be bailable, when the proof is evident, or the presumption strong.
- Sec. 18. The penal code shall be founded on the principles of reformation, and not of vindictive justice.
- Sec. 19. In all criminal cases whatever, the jury shall have the right to determine the law and the facts.
- Sec. 20. In all civil cases, the right of trial by jury shall remain inviolate.

- Sec. 21. No man's particular services shall be demanded, without just compensation. No man's property shall be taken by law, without just compensation; nor, except in case of the State, without just compensation first assessed and tendered.
- Sec. 22. The privilege of the debtor to enjoy the necessary comforts of life, shall be recognized by wholesome laws, exempting a reasonable amount of property from seizure or sale for the payment of any debt or liability hereafter contracted; and there shall be no imprisonment for debt, except in case of fraud.
- Sec. 23. The General Assembly shall not grant to any citizen, or class of citizens, privileges or immunities which, upon the same terms, shall not equally belong to all citizens.
- Sec. 24. No ex post facto law, or law impairing the obligation of contracts, shall ever be passed.
- Sec. 25. No law shall be passed, the taking effect of which shall be made to depend upon any authority, except as provided in this Constitution.
- Sec. 26. The operation of the laws shall never be suspended, except by the authority of the General Assembly.
- Sec. 27. The privilege of the writ of habeas corpus shall not be suspended, except in case of rebellion or invasion; and then, only if the public safety demand it.
- Sec. 28. Treason against the State shall consist only in levying war against it, and in giving aid and comfort to its enemies.
- Sec. 29. No person shall be convicted of treason, except on the testimony of two witnesses to the same overt act, or upon his confession in open court.
- Sec. 30. No conviction shall work corruption of blood, or forfeiture of estate.
- Sec. 31. No law shall restrain any of the inhabitants of the State from assembling together in a peaceable manner, to consult for their common good; nor from instructing their representatives; nor from applying to the General Assembly for redress of grievances.

Sec. 32. The people shall have a right to bear arms, for the defense of themselves and the State.

Sec. 33. The military shall be kept in strict subordination to the civil power.

Sec. 34. No soldier shall, in time of peace, be quartered in any house, without the consent of the owner; nor, in time of war, but in a manner to be prescribed by law.

Sec. 35. The General Assembly shall not grant any title of nobility, nor confer hereditary distinctions.

Sec. 36. Emigration from the State shall not be prohibited.

Sec. 37. There shall be neither slavery, nor involuntary servitude, within the State, otherwise than for the punishment of crimes, whereof the party shall have been duly convicted. No indenture of any Negro or Mulatto, made or executed out of the bounds of the State, shall be valid within the State.

Lesson Plan Social Studies-Holocaust

Day 10

Concept

Longitude

State Academic Standard

4.3.1-Use latitude and longitude to locate places in Indiana and other parts of the world.

Objectives

I want my students to be able to locate places on a globe/map by using the correct degrees east and west of the prime meridian.

Materials List

Large globe for teacher, mini globes students, white boards with map of world, dry erase markers, paper and pencil, worksheet of map

Engagement

The teacher will tell the students that today they will be reviewing the idea of latitude and longitude and how they can help us find places around the state, nation, and world. The teacher will first pass out the mini globes to pairs in the class. The teacher will direct the students to look at the country England and find the longitudinal line that has 0 degrees labeled on it. The teacher will ask the students, "What this line is called?". The students should respond "*prime meridian*". The teacher will point out that longitudinal lines runs from north to south, but are measured east to west. The teacher will tell the students that these lines are measured east and west of this line because as you move away from the line, you are traveling east or west. For example, the next longitude lines east and west of the prime meridian are labeled 15 degrees east and 15 degrees west respectively from the prime meridian.

Exploration

Students will now have to use the miniature globes to find the longitude for certain places. The teacher will write the coordinates 10 E. The teacher will ask the students what countries/bodies of water lie on this longitude. The teacher will walk around to make sure that the students are able to find it correctly.

The teacher will then ask the students to find the city and country located at 80 W. The teacher will direct the students to first locate the longitudinal line and find the countries/bodies of water on this line. The teacher will model this before having the students do this.

The teacher will now bring out the dry-erase boards with the map of the world on it. The teacher will explain that the lines on the map are the same lines that were on the globe. The teacher will point out the fact that these lines are curved since the Earth is round. The teacher will give the students the longitudinal lines 65 E, 180 W, 95 E, and 20 W. The students will be directed to find the countries/bodies of water that on this line.

Explanation

The teacher will then ask some remediation questions such as, “Where is the prime meridian?”, “What is the line of zero degrees latitude called?”, and “What direction does longitudinal lines fall on a globe and map?” If students are able to answer these questions, the teacher could ask “Why would someone use these coordinates?” and “What kinds of jobs require the use and knowledge of longitude?”.

Evaluation

The teacher will give the students a list of longitudinal directions and ask them to find the countries/bodies of water that are located on this line.

Gearing Up

The teacher will move to finding latitude lines on the globe and map.

Gearing Down

The class will complete the EVALUATION part together.

Name: _____

Directions: Write the name of the country (countries) and/or body of water that falls within that line of LONGITUDE.

1. 120 N: _____

2. 0 S: _____

3. 50 N: _____

4. 30 N: _____

5. 160 S: _____

6. 45 S: _____

7. 26 N: _____

Lesson Plan Social Studies-Holocaust

Day 11

Concept

Latitude

State Academic Standard

4.3.1-Use latitude and longitude to locate places in Indiana and other parts of the world.

Objectives

I want my students to be able to locate places on a globe/map by using the correct degrees north or south of the equator.

Materials List

Large globe for teacher, mini globes students, white boards with map of world, dry erase markers, paper and pencil, worksheet of map

Engagement

The teacher will then direct students to look at the middle of the globe for the 0 degree latitudinal line. Once the teacher can see that all of the students have found this line, the teacher will ask the students “What is the name of this line?” The students should respond with it being called the *equator*. The teacher will describe that latitude lines runs east and west on the globe, but are read north and south because you are moving north or south of the equator to find the rest of the longitudinal lines.

The teacher will then tell the students that we use latitude and longitude to find places around the world. Each place has a distinct set of coordinates that are associated with latitude and longitude.

Exploration

Students will now have to use the miniature globes to find the latitude for certain places. The teacher will write the coordinates 10 N. The teacher will ask the students what countries/bodies of water lie on this longitude. The teacher will walk around to make sure that the students are able to find it correctly.

The teacher will then ask the students to find the city and country located at 80 S. The teacher will direct the students to first locate the latitude line and find the countries/bodies of water on this line. The teacher will model this before having the students do this.

The teacher will now bring out the dry-erase boards with the map of the world on it. The teacher will explain that the lines on the map are the same lines that were on the globe. The teacher will point out the fact that these lines are curved since the Earth is round. The teacher will give the students the latitude lines 65 N, 120 S, 95 N, and 20 S. The students will be directed to find the countries/bodies of water that on this line.

The teacher will now have the students find coordinates for various places in Indiana and Germany. The teacher will model how to find these coordinates together by locating the longitudinal line first and then using your figure to connect to the latitude

lines in the coordinate. The teacher will model this a few times then give the students a few coordinates to find their own cities.

Explanation

The teacher will ask some remediation questions such as “What is the equator?” and “What direction does latitude lines fall on a globe and map?” If students are able to answer these questions, the teacher could ask “Why would someone uses these coordinates?” and “What kinds of jobs require the use and knowledge of latitude and longitude?”.

Evaluation

The teacher will give the students a list of latitude directions and ask them to find the countries/bodies of water that are located on this line.

Gearing Up

Students will have to find the location of 4 given coordinates (name of city and country) and given 3 cities, find the coordinates (the latitude and longitude names). Students will be directed to remember not only the number, but the correct direction too.

Gearing Down

The class will complete the EVALUATION part together.

Name: _____

Directions: Write the name of the country (countries) and/or body of water that falls within that line of latitude.

1. 120 W: _____
2. 0 E: _____
3. 50 W: _____
4. 30 E: _____
5. 160 W: _____
6. 45 E: _____
7. 26 W: _____

Lesson Plan Social Studies-Holocaust

Day 12

Concept

Estimate distance on a map

State Academic Standard

4.3.2-Estimate distances on a map between two places on a map, using a scale of miles, and use cardinal and intermediate directions when referring to relative location.

Objectives

I want my students to be able to estimate distances from two places on a map.

Materials List

- Maps of Germany and Indiana
- Rulers
- Pencils
- Overhead
- Transparencies of the maps of Germany and Indiana
- Overhead Markers

Engagement

The teacher will ask students, “What kinds of objects do we use to measure distance?” and “What are the different types of measurements used for distance?” The teacher will then tell the students that they will be learning today how to estimate the distance one place to another is on a map. The teacher will then pass out a map of Indiana and Germany. On the map, the teacher will direct the students to look at the scale. The teacher will write the word “scale” on the board and define it as a part of a map that tells the proportion of two distances on a map. The teacher will point out the scale on the Indiana map to the class. She will rewrite this scale on the whiteboard and show that the number on the scale is written in miles. You can then place your ruler under it and measure how many centimeters are under that line. In the example, the scale might show 40 miles, and it measure 2 centimeters. The teacher will then tell the students that for every 2 centimeters on a map, there is 40 miles in real life.

Exploration

The teacher will have the students place the map of Indiana at the top of their desk. The teacher will then ask the students to point out the scale on the map. The teacher will then place the transparency of the Indiana map on the overhead. The class a whole will find the distance from Indianapolis to Gary. The teacher will model to the students how to measure the correspondence between the measurement on the map to the miles that it relates to. The teacher will ask, “What other operation beside multiplication could we have used?” The teacher will ask the student to explain his/her answer. The teacher will have the students find the difference between Berlin and Munich, Germany. The teacher will walk around the room making sure all of the students understand the concept correctly.

Explanation

The teacher will ask the following questions, “How do we find distances between two places on a map?” “Why do you think it is important to know this information?” “How do you think knowing this information helped the Hoosier Troops in WWII?”

Evaluation

Students will be working in pairs. They will receive a map of both Germany and Indiana. The pair of students will be asked to find the distances between the following cities:

Indianapolis and Evansville, IN

Fort Wayne to Muncie, IN

Fort Wayne to Gary, IN

Hamburg to Munich, Germany

Frankfurt to Berlin, Germany

Magdeburg to Hamburg, Germany

Gearing Up

Students will be asked to make their own quizzes to give to other students to find the distances between two places. The quizzes could be for both Indiana and Germany, or made for each individual map.

Gearing Down

The class will complete the EVALUATION part together.

Name: _____

Directions: Write the distances between the two places listed below.

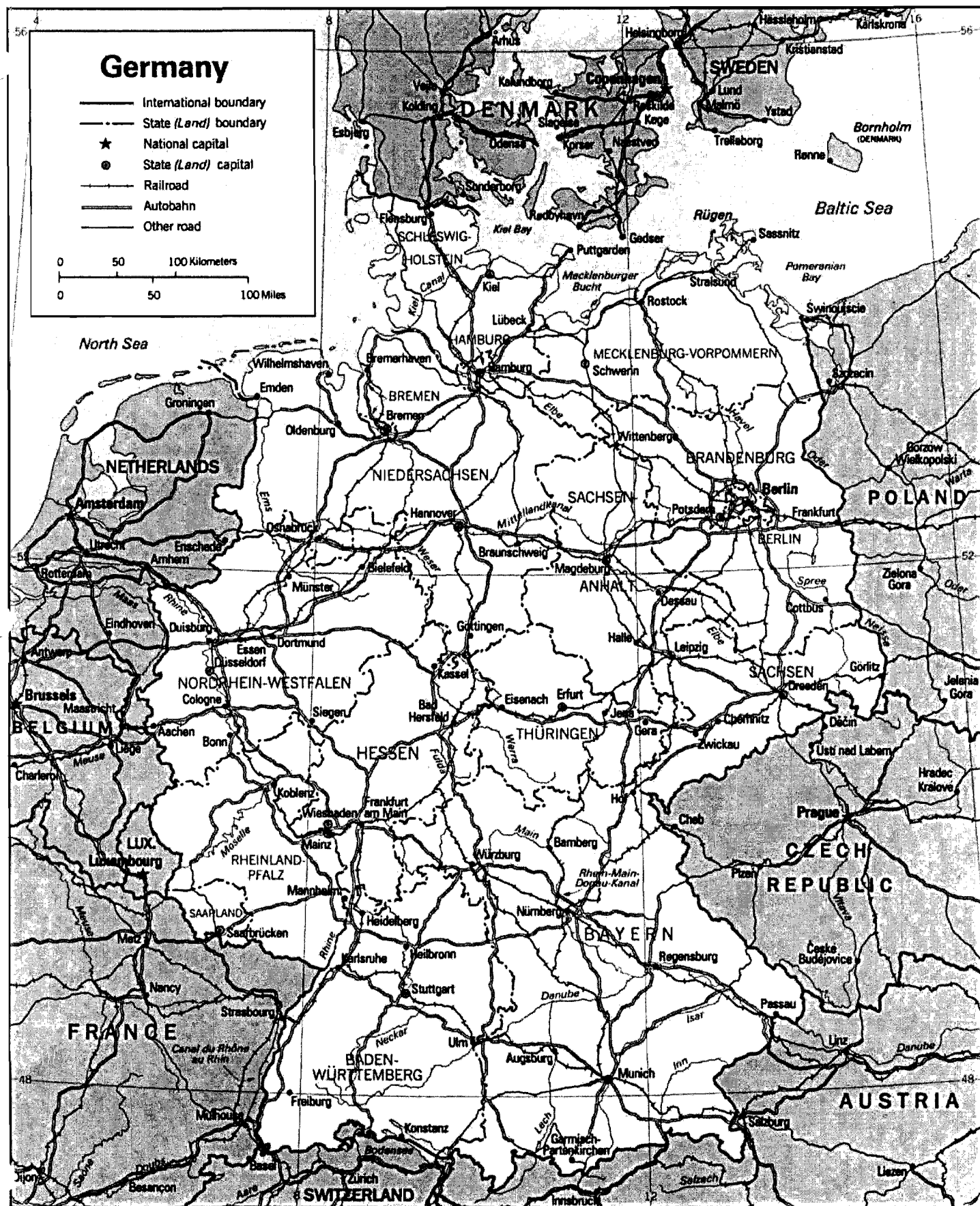
1. Indianapolis and Evansville, IN: _____
2. Fort Wayne to Muncie, IN: _____
3. Fort Wayne to Gary, IN: _____
4. Hamburg to Munich, Germany: _____
5. Frankfurt to Berlin, Germany: _____
6. Magdeburg to Hamburg, Germany: _____



Germany

- International boundary
- - - State (Land) boundary
- ★ National capital
- State (Land) capital
- +— Railroad
- == Autobahn
- Other road

0 50 100 Kilometers
0 50 100 Miles



Lesson Plan Social Studies-Holocaust

Day 13

Concept

Using Cardinal directions

State Academic Standard

4.3.2-Estimate distances on a map between two places on a map, using a scale of miles, and use cardinal and intermediate directions when referring to relative location.

Objectives

I want my students to be able to apply Cardinal directions in regards to relative location on a map.

Materials List

- Map of Indiana and Germany
- Overhead
- Transparencies of the maps of Germany and Indiana
- Overhead Markers

Engagement

The teacher will ask the students, “How do we know how to get from one place to another when we read a map?”. Students should respond “People need directions”. The teacher will then ask, “How do we describe what direction one place is from another?”. The teacher will create a table on the overhead with the heading “Cardinal Directions”. The teacher will right and explain the four cardinal directions.

The teacher will then draw the cardinal direction on the map of Indiana on the overhead. The teacher will point out the relationship to different cities with the use of cardinal directions.

Exploration

The teacher will direct the students to stand behind their desks. The teacher will then tell them to turn until they are facing the north side of the classroom. The teacher will then explain to the class that they will be playing a version of the game “Simon Says”. The teacher will tell the students that he/she will tell them which direction to face. If they are incorrect, they will have to sit down. If the class is unable to behave nicely during this exercise, the class will not complete it. The teacher will do this activity for a few minutes.

After the activity, the teacher will then pass out a map of Indiana and Germany. The teacher will ask the students to place the Indiana map on top. The teacher will then ask the students to find the cardinal directions of Fort Wayne, Indianapolis, and Gary from the school’s town.

The teacher will then ask the students to get out a map of Germany. The teacher will have the students find the cardinal directions of Hamburg, Koln (Cologne), and Nurnburg in respects to Berlin.

Explanation

The teacher will ask the class for their results. The teacher will ask questions such as, “What are the four cardinal directions?” and “Why is it important to know these directional words?”.

Evaluation

Students will be working in pairs. They will receive a map of both Germany and Indiana. The pair of students will be asked to find the cardinal directions from Indianapolis:

Muncie, IN

Gary, IN

South Bend, IN

Evansville, IN

Terre Haute, IN

Lafayette, IN

Gearing Up

Students will be asked to make their own quizzes to give to other students to find the cardinal directions from a certain spot. The quizzes will be made for German towns and cities.

Gearing Down

The class will complete the EVALUATION part together.

Name: _____

Directions: Find the cardinal directions for the following cities from Indianapolis.

1. Muncie, IN: _____
2. Gary, IN: _____
3. South Bend, IN: _____
4. Evansville, IN: _____
5. Terre Haute, IN: _____
6. Lafayette, IN: _____

Lesson Plan Social Studies-Holocaust

Day 14

Concept

Using Intermediate directions

State Academic Standard

4.3.2-Estimate distances on a map between two places on a map, using a scale of miles, and use cardinal and intermediate directions when referring to relative location.

Objectives

I want my students to be able to apply Intermediate directions in regards to relative location on a map.

Materials List

- Map of Indiana and Germany
- Overhead
- Transparencies of the maps of Germany and Indiana
- Overhead Markers

Engagement

The teacher will ask the students, “How do we know how to get from one place to another when we read a map?”. Students should respond “People need directions”. The teacher will then ask, “How do we describe what direction one place is from another? The teacher will create a table on the overhead with the heading “Intermediate Directions”. The teacher will right and explain the four intermediate directions.

The teacher will then draw the intermediate directions on the map of Indiana on the overhead. The teacher will point out the relationship to different cities with the use of cardinal directions (from the previous lesson). The teacher will repeat this with the intermediate directions. The teacher will then point out that the intermediate directions lay in the middle of the cardinal directions. This is how it got its name.

Exploration

The teacher will direct the students to stand behind their desks. The teacher will then tell them to turn until they are facing the north side of the classroom. The teacher will then explain to the class that they will be playing a version of the game “Simon Says”. The teacher will tell the students that he/she will tell them which direction to face. If they are incorrect, they will have to sit down. If the class is unable to behave nicely during this exercise, the class will not complete it. The teacher will do this activity for a few minutes.

After the activity, the teacher will then pass out a map of Indiana and Germany. The teacher will ask the students to place the Indiana map on top. The teacher will then ask the students to find the intermediate directions of Fort Wayne, Indianapolis, and Gary from the school’s town.

The teacher will then ask the students to get out a map of Germany. The teacher will have the students find the intermediate directions of Hamburg, Koln (Cologne), and Nurnburg in respects to Berlin.

Explanation

The teacher will ask the class for their results. The teacher will ask questions such as, "What are the four intermediate directions?" and "Why is it important to know these directional words?"

Evaluation

Students will be working in pairs. They will receive a map of both Germany and Indiana. The pair of students will be asked to find the intermediate directions from either Indianapolis:

Muncie, IN

Gary, IN

South Bend, IN

Evansville, IN

Terre Haute, IN

Lafayette, IN

Gearing Up

Students will be asked to make their own quizzes to give to other students to find the intermediate directions from a certain spot. The quizzes will be made for German towns and cities.

Gearing Down

The class will complete the EVALUATION part together.

Name: _____

Directions: Find the intermediate directions for the following cities from Indianapolis.

1. Muncie, IN: _____
2. Gary, IN: _____
3. South Bend, IN: _____
4. Evansville, IN: _____
5. Terre Haute, IN: _____
6. Lafayette, IN: _____

Lesson Plan Health-Holocaust

Day 1

Concept

Identify the dimensions of wellness (or health)

State Academic Standard

4.1.3-Identify examples of mental, emotional, social, and physical health during childhood.

Objectives

Students will be able to identify the dimensions of wellness (or health).

Prerequisite knowledge

3.1.3-Identify examples of mental, emotional, social, and physical health during childhood.

Science Safety

Listen to all directions given.

Materials List

Whiteboard and markers, mat and pieces of mental, emotional, physical, and social health sentences, assessment worksheet, pencils, scissors

Engagement

The teacher will pull out a KWL Chart. The teacher will ask students, "What do you know about health and wellness?" The teacher will pass out post-it notes for the children to write their answers on. The teacher will call on a few students to recite their statements to the entire class and place their questions under the "What We Know" section of the chart. The teacher will then ask, "What do you want to learn about health and wellness?" The teacher will then have the students write their questions on the post-it notes and call on a few to share their questions with the rest of the class. The teacher will have the students place their questions under the heading "What We Want to Learn". The teacher will explain that this week, the students will be learning about the "Dimensions of Wellness". The teacher will write this term on the board. The teacher will then explain that there are four dimensions or sections of wellness: mental, physical, emotional, and social.

The teacher will write the words "Mental Wellness" on the board. The teacher will ask the students, "What do you think mental wellness means?" After listening to a few suggestions, the teacher will tell the students that mental wellness is "Having the ability to have a positive attitude about life in general". The teacher will write "Emotional Wellness" on the board. The teacher will ask the students, "What do you think emotional wellness means?" After listening to a few suggestions, the teacher will tell the students that emotional wellness is "being able to accept our feelings and the act of understanding our feelings". The teacher will ask the students, "What do you think social wellness means?" After listening to a few suggestions, the teacher will tell the

students that social wellness is “having positive relationships between people and our surroundings”. The teacher will ask the students, “What do you think physical wellness means?” After listening to a few suggestions, the teacher will tell the students that physical wellness is “having a healthy body by exercise, medical help, and eating right .”

The teacher will then draw a circle on the circle on the board. The teacher will slice the circle into four equal parts and write all four dimensions of wellness into each section. The teacher will explain that for a person to be completely healthy or well, they need to have each of these four dimensions in their lives and all must be equal.

Exploration

The teacher will now instruct the class that today they will be deciding if a person has all four dimensions of health in their lives. The teacher will explain to the students that they will be receiving a mat with the headings of the four dimensions of wellness. The teacher will be passing out sentences that have statements about a person’s attitude on their health. The students will have to place each sentence under the heading that it belongs.

The teacher will group the students into groups of 4. The teacher will then call one student from the group to grab the materials. Once the groups are situated, the teacher will have the students find the sentence “I understand that I can cry when I am sad.” The teacher will ask the students, “Where do you think this statement belongs?” The teacher will then model that the students should place the sentences under the correct heading. The teacher can do a few more examples if the students need more reinforcement. Once the students understand the activity, the teacher will let the groups work by themselves. The teacher should walk around the room to make sure that the students are completing the activity correctly.

Explanation

Once the students are done with the activity, the teacher will ask the students, “What did you place under mental health?” and “Why did you place that statement under the mental health heading?” The teacher will repeat these questions with the emotional, social, and physical headings. The teacher will then ask the students to add how many sentences are under each heading. The teacher will ask, “Since each section has the same number of sentences, do you think that this person is completely well?”, “Why did you say that?” and “Do you think people who affected by the Holocaust had all dimensions of wellness?”

The teacher will ask the students, “What did you learn about health and wellness?” The teacher will have the students write their responses on the post-it notes and call on a few students to share their answers. The teacher will then direct the students to place their answers under the “What We Learned” section of the poster.

Evaluation

Students will receive a worksheet with a circle that contains the headings with the four dimensions of wellness. Under each heading, students will have to write what sentences from the other sheet belongs under the headings. When they complete this part of the worksheet, they will have to answer if this person is completely well, having all

four dimensions of wellness. If they do not, the student will have to list what dimension(s) they are missing.

Gearing Up

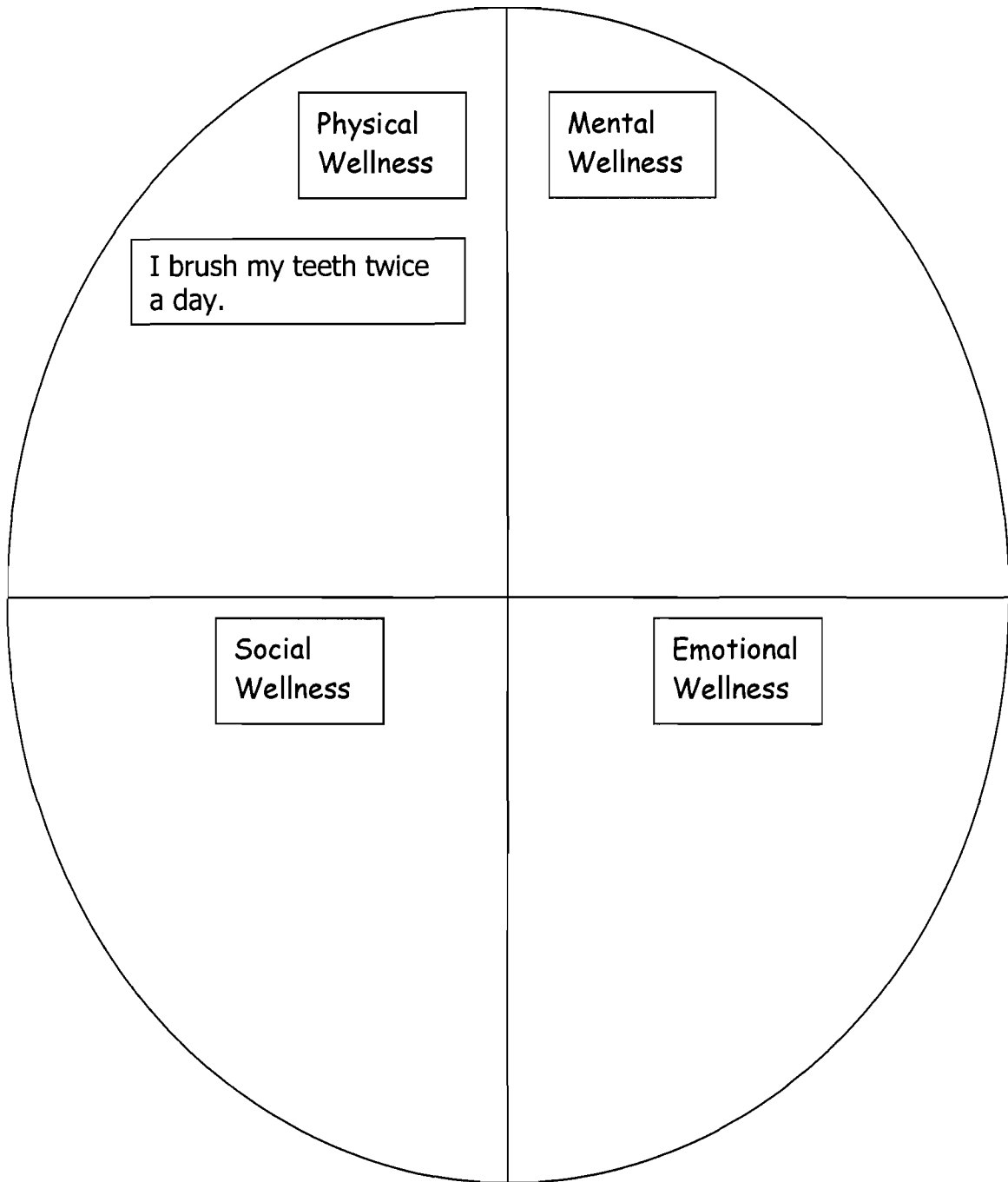
Students will evaluate their own wellness by filling in how they feel under each heading.

Gearing Down

If the class is having problems with the worksheet, the whole class will complete the EVALUATION section together.

Name: _____

Directions: Write the sentences from the following page under the correct heading of the wellness circle. One is done for you. After you complete the circle, answer the last question.



Does this person have complete wellness? Why or why not? _____

Mental Wellness

Social Wellness

Physical Wellness

**Emotional
Wellness**

Sentences for Wellness Mat

I understand that I can cry
when I am sad.

I go to the dentist once a year.

When I get bad grades, I think of ways
to improve them.

I have family that cares about me.

I like living in the city.

My school supports me trying to learn.

I want to prove that I can do well
in school by studying.

I know that my jump shot is not the best,
but I can work on my rebounding.

I play basketball everyday.

I eat as healthy as I can.

I like receiving feedback from my family.

I am able to manage the stresses of life.

Lesson Plan Health-Holocaust

Day 2

Concept

Identify examples of social health

State Academic Standard

4.1.3-Identify examples of mental, emotional, social, and physical health during childhood.

Objectives

Students will be able to sort examples of social health.

Prerequisite knowledge

3.1.3-Identify examples of mental, emotional, social, and physical health during childhood.

Science Safety

Listen to all directions given.

Materials List

Whiteboard and markers, baggies with examples, mats, assessment worksheet, highlighter

Engagement

The teacher will review the concept of “Dimensions of Health” from the previous day. The teacher will ask the students, “What does the word social mean?” The teacher will write the responses on the board. The teacher will then write the words “Social Wellness” on the board. The teacher will ask the students, “What does social wellness mean?” Students should remember from the previous day. After listening to a few suggestions, the teacher will tell the students that social wellness is “the relationships and interactions we have with people and our surroundings. You are able to get along with people even though they might have different beliefs than you do. Your environment makes you feel happy and healthy (cleaner air with allergies and asthma).”

The teacher will give the example of “I feel connected to my community.” The teacher will then ask the students for any other examples. The teacher will ask the students, “Why do you think it is important to be socially well?” The teacher will tell the students that today they will be learning different aspects of social health.

Exploration

The teacher will place the students into groups of 2. The teacher will pass out baggies with examples of social health and non-social health and the corresponding mat. Students will have to place each example under the correct heading on the mat. The teacher will model how to do this activity by asking out loud “Is this an example of social health or not?” The teacher will then place this example under the correct heading. The teacher will ask the students if they understand the process. If the teacher needs to, he/she can

repeat this until all students comprehend the activity. The teacher will then walk around the room checking for understanding and asking students, “Why did you place that answer under this heading?” The teacher will be asking for a justification to the placement of the examples.

Explanation

Once every pair is able to fill out the mat, the teacher will have the students go back to their seats. The teacher will ask the students “Which were examples of social wellness?” and “Which ones were not examples of social wellness?”. The teacher will then ask, “How would you change the examples that did not have signs of social wellness to having signs of social wellness?” and “Do you think it would easy for the people in the work camps to have social wellness? Why or Why not?”

Evaluation

The students will receive a scenario of another student in the school. They are to answer whether that student has social wellness and to highlight parts of the scenario that support their statement.

Gearing Up

Students will evaluate their own social wellness. They will look at the statements from the ENGAGEMENT section. They must give examples whether they have social wellness or suggestions for themselves on how to improve it.

Gearing Down

If the class is having a hard time with the EVALUATION section, the whole class will complete that section together.